

Accreditation of Academic Faculty Policy

Approved by	Academic Board
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Date for Review	30/06/2030
Responsible Officer(s) and Committee(s)	Director of Academic Strategy/ Academic Board
Related documents	AUCD Learning & Teaching Plan Academic Faculty Classification Policy Australian Government Country Education Profiles
Higher Education Standards (2021)	3.2.1, 3.2.2, 6.3.1(a-c), 6.3.2 (a-b)
National Code (2018)	

1. Purpose

The purpose of this policy is to outline the principles which underpin the processes of accrediting staff to teach within the University College.

2. Scope

The policy applies to staff members undertaking teaching activities.

3. Definitions

The Policy Document Glossary applies to this policy.

The following definitions also apply to this policy:

Term	Definition
<i>Accreditation</i>	Means the process by which: <ol style="list-style-type: none"> 1. the College ensures that all stakeholders recognise the faculty as bona fide practitioners 2. the College grants entry to qualified people as professional academics in theology.

<i>Associate Teacher</i>	Means a faculty member who carries out the same duties as a teacher, but with a lower level of responsibility and under supervision of a teacher
<i>Teacher</i>	Means a member of staff who participates in any or all teaching activities
<i>Teaching Activities</i>	Means: <ol style="list-style-type: none"> 1. Instruction <ol style="list-style-type: none"> a. the transfer of knowledge, through lectures, and equally well through appropriate printed, videotaped, or electronic teaching materials. b. facilitating learning through activities, experiences, projects and events other than knowledge transfer developing values, skills and attitudes, and c. meeting of special needs in various ways ranging from structured to individualised activities, including instructional support activities which aid and enrich the teaching-learning process. 2. Evaluation, that is, the process of judging the effectiveness of student learning. 3. Advising, that is, the sharing of information between faculty and student regarding the student's academic progress or professional goals, and assists the student in maximising the benefits from the educational experience. 4. Program planning identifies educational goals and contributes to their implementation. 5. Curriculum development may be directed towards either course or program development and may involve credit or non-credit activities. This is facilitated by individual involvement and collaboration with colleagues, and recommendations to the appropriate committees where necessary. 6. Supervising the performance of Associate Teachers
<i>Teaching Faculty</i>	Means Teachers and Associate Teachers

4. Statements and Objectives

Accreditation

- 4.1 Those appointed as Teaching Faculty are actively supportive of the Christian and Ecumenical ethos of the Sydney College of Divinity and its member institutions
- 4.2 Teaching Faculty have qualifications in pedagogy in addition to qualifications and/or experience in a discipline
- 4.3 Teaching Faculty maintain sustained engagement in relevant scholarship

- 4.4 Accreditation at the University College reflects the following values:
- a. information management and active learning rather than knowledge transmission
 - b. the integration of academic theology and ministry through experiential and ministry-based learning
 - c. individual differences in learning styles and developing the ability to teach in radically different modes
 - d. new developments in learning technology
 - e. a basic grounding in theological knowledge combined with the development of cognitive and transferable skills to enable students to succeed in their vocations in a diverse range of ministry settings.
- 4.5 According to their qualifications and experience, teaching faculty are accredited to:
- a. teach course units within one or more (sub)disciplines AND/ OR
 - b. teach individual course units within a (sub)discipline

Qualifications

- 4.6 Faculty are accredited on the basis of:
- a. possession of an appropriate academic qualification from a recognised Australian higher education provider, OR
 - b. possession of a recognised overseas qualification, assessed according to the guidelines of the Australian Government Country Education Profile, OR
 - c. possession of a qualification from an institution authorised by the Vatican to award Pontifical degrees, OR
 - d. a certificate of assessment of an overseas qualification from a state Overseas Qualifications Unit, or the (Commonwealth) Department of Education, Skills and Employment, indicating that the qualification is equivalent to a relevant Australian qualification, OR
 - e. appropriate professional experience, where the University College is satisfied that this has given the faculty member knowledge and expertise equivalent to a relevant academic qualification (see clauses 4.11 and 4.13 (b); Appendix 3).

Faculty from Recognised Institutions

- 4.7 The University College accredits teaching faculty already employed by other institutions that have gone through a formal process of recognition by the Academic Board, primarily on the basis of their capacity to offer awards equivalent to those offered by the University College (see appendix 1, clauses 2.7 - 2.12).
- 4.8 Applications for AUCD accreditation from serving faculty at these recognised institutions require only
- a. An application through the online form;
 - b. A statement from the institution certifying their employment;
 - c. A current CV.

- 4.9 Accredited staff from recognised institutions may be required to renew their accreditation by submitting a full curriculum vitae as requested by the Director of Academic Strategy.
- 4.10 In suitable cases, the Director of Academic Strategy has the discretion to also use the shortened application process (clause 4.8) to accredit faculty who are employed in an Australian University or another Australian or overseas institution of CEP recognized equivalence within the last three years

Accreditation Categories

- 4.11 A Teacher is accredited to teach course units from AQF Level 5 to AQF Level 9,
- a. providing the teacher possesses a qualification that is at least one AQF level higher than the level of the course being taught, which includes substantial study in the discipline being taught; as follows:

Unit Level To Be Taught	Teacher
AQF Level 5	AQF Level 7 Bachelor degree in theology, ministry, divinity or philosophy
AQF Level 7	<p>AQF Level 7 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline</p> <p>AND</p> <p>A 1 year AQF Level 8 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline</p> <p><i>Research Units:</i> As well as or as a part of the above requirements, supervision of research units (research essay, research project) requires a research qualification of at least AQF Level 8</p>
AQF Level 8	<p>AQF Level 9 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline</p> <p><i>Research Units:</i> As well as or as a part of the above requirement, supervision of research units (research essay, research project, research methods, thesis) requires a research qualification of at least AQF Level 9</p>
AQF Levels 9-10	AQF Level 10 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline

- b. or, for units outside their specific discipline of study, provided the teacher is qualified with the ASCED 0917 narrow field of study to TWO levels higher than the unit being taught, if this does not constitute a risk of harm (see Appendix 3);

AQF	Accredited teachers must be at least:
Unit level	In ASCED 0917 narrow field
5	7
6	8
7	9
8	10
9	n/a

- c. For practical or skills-based units which may entail a risk of harm, a faculty member may be accredited to teach units from outside their own subdiscipline of study, if they
 - i. are accredited to teach in another subdiscipline within the same discipline; and
 - ii. have relevant demonstrated professional experience of at least 3 years; and/or
 - iii. have relevant professional development in the last 10 years
- d. providing that evidence for the accreditation sought is provided with the application form.

4.12 A Teacher is accredited to supervise research course units at AQF Levels 9 and 10

- a. providing that the teacher possesses a professional or research doctorate relevant to the discipline of the research.

4.13 An Associate Teacher is accredited to teach course units providing they

- a. are supervised by a teacher who will
 - i. review and approve the Course Unit Booklet given to students;
 - ii. advise on the inclusion of appropriate books and articles in the bibliography on the Course Unit Booklet;
 - iii. approve assessment tasks as appropriate to the outcomes of the units;
 - iv. review a selection of assessed material to ensure that grading is appropriate to the level of the unit;
 - v. consult with the person being supervised at least four times during the year on the progress of the unit and at least once during the teaching of an intensive;
 - vi. act if necessary as a guest lecturer for those content areas where there is a clear deficiency in the expertise of the person being supervised;
 - vii. take account of any student review/evaluation at the end of the unit;
 - viii. keep a log of the above process for the purposes of moderation in the subject area, a copy of which will be forwarded to the Director of Academic Strategy with the materials sent for monitoring of results.

- b. possess qualifications in relevant disciplines at least equal to the level of the course unit being taught, as follows:

Unit Level To Be Taught	Associate Teacher
AQF Level 5	AQF Level 7 qualification in theology, ministry, divinity or philosophy
AQF Level 7	AQF Level 7 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline AND A 1 year AQF Level 8 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline
AQF Level 8	AQF Level 9 qualification in theology, ministry, divinity or philosophy with substantial study in the relevant subdiscipline
AQF Levels 9-10	

4.14 Associate Teachers will be accredited for up to a maximum of four (4) specific course units only

4.15 An Associate Teacher may apply to be a teacher of the course unit(s) after three years supervision.

Accreditation of Teachers for Theological Education

4.16 Basic requirements for the accreditation of teachers in Theological Education are as follows:

- a. A PhD in their own specialty area combined with longevity, currency, and demonstrable quality in both teaching and academic leadership within that discipline of specialty.
- b. Formal qualifications in education or demonstrable professional equivalence suitable for a teacher accredited to AQF 8.
- c. Demonstrable and recognised experience in combining both qualifications in the practice of theological education.
- d. Currently (within the last five years) engaged in theological education.

- 4.17 Accreditation of teachers in Theological Education by formal qualification is achieved by:
- a. a PhD in a field of Philosophy and Religious Studies, with publications and teaching experience; AND
 - b. an AQF 8 qualification in the field of Education; AND
 - c. a demonstrable combination of the two formal qualifications, whether as a formal part of an academic program (e.g. a thesis) or other significant publications; sustained (10+ years) class-room teaching experience of recognised quality; or recognised academic leadership in the theological sector

4.18 Accreditation of teachers in Theological Education by professional equivalence is achieved by one of the following options:

a.	<ul style="list-style-type: none"> i. a PhD in a field of Philosophy and Religious Studies, with publications and teaching experience; AND ii. a sustained (10+ years) and current experience in education (both class-room teaching and academic leadership, and publication in learning and teaching), which is of demonstrable and recognised quality and informed by research into tertiary learning and teaching; AND iii. a demonstrable combination of the two elements, at a level appropriate to the tertiary theological sector.
b.	<ul style="list-style-type: none"> i. a PhD in a field of Education AND a qualification in Philosophy and Religious Studies of at least AQF 9, with publications and teaching experience; AND ii. a sustained (10+ years) and current experience in theological education (both class-room teaching and academic leadership), which is of demonstrable and recognised quality and informed by research into tertiary learning and teaching; AND iii. a demonstrable combination of the two elements, at a level appropriate to the tertiary theological sector.

5. Related Procedures and Forms

Procedure	
Appendix 1	Accreditation of Academic Faculty Procedure
Guidelines	
Appendix 2	Equivalent Professional Experience Guidelines
Appendix 3	Criteria for Risk in Selecting Teachers for 'Practical' Units Guidelines
Templates/Forms	
Appendix 4	Application for Accreditation Form

Accreditation of Academic Faculty Procedure

1. Purpose

The purpose of this procedure is to outline the implementation of the Accreditation of Academic Faculty Policy.

2. Procedure

Accreditation Applications

- 2.1 After consultation with their Academic Dean, Academic faculty seeking accreditation should complete the online Application for Accreditation as Teacher/Associate Teacher and submit it with all required documentation. A copy will automatically be sent to the Academic Dean for approval to submit to the Office of the Dean.
- 2.2 The Member Institution Academic Dean will approve the submission of the application and notify the Director of Academic Strategy.
- 2.3 The Director of Academic Strategy will file the application and associated documents and make an assessment on the application including:
 - a. accreditation awarded
 - b. units or subdisciplines covered by the accreditation
- 2.4 Director of Academic Strategy will report all accreditation approvals at the next meetings of the Academic Board
- 2.5 Following their approval of the accreditation/s, the Director of Academic Strategy will:
 - a. Update the Faculty Register and Faculty List Server
 - b. communicate the approval to the Academic Dean of the relevant Member Institution and the University College Registrar
- 2.6 The Academic Dean of the relevant Member Institution will encourage the approved applicant to commence the Academic Faculty Classification process (see Academic Faculty Classification Policy). The classification process takes into account the faculty member's research and scholarship outputs.

Recognition of Institutions

- 2.7 Nominations for recognition of institutions by the University College are submitted by a University College teaching body to the Director of Academic Strategy.
- 2.8 The nomination will take the form of a one-page document that provides the following information:

- a. name of institution
- b. history
- c. courses offered
- d. accreditation
- e. academic staff (number and quality).

2.9 The Academic Director of Academic Strategy will consider the nomination and recommend to Academic Board.

Accreditation of Teaching Faculty from Recognised Institutions

2.10 Applications for accreditation of academic staff from recognised institutions will be submitted by a University College teaching body to the Director of Academic Strategy.

2.11 Applications will be accompanied by

- a. proof of their status within the recognised institution and
- b. a statement that outlines the proposed activities of the applicant and their suitability to undertake these activities.

2.12 The Director of Academic Strategy will consider the nomination and recommend accreditation to the Academic Board.

Equivalent Professional Experience Guidelines

Accreditation as Teacher: Professional Qualifications

Professional qualifications equivalent to an AQF Level that is at least one Qualification Standard level higher than the course of study being taught	
<p>The applicant must hold a Bachelor's degree in the subdiscipline to be taught and demonstrate</p> <ul style="list-style-type: none"> • high professional standing and • broad theological understanding and awareness. 	
1) Professional Standing: demonstrate activity in at least two of the following areas within the past five years	Evidence required
a) Employment at a supervisory or other advanced level in work directly related to the teaching area accompanied by three references from leaders in the field (two of whom should be external to the applicant's MI) certifying that the applicant is well-regarded professionally by his/her peers	Certified copies or original documents of attestation provided by officials in senior leadership positions detailing the nature and quality of the elements of experience relevant to the teaching area
b) Professional Development: maintain professional certification, attend professional conferences and workshops.	Certified copies or original documents of professional membership or conference/workshop involvement
c) Professional Leadership: Officer in international, national, or state associations	Certified copies or original documents of attestation provided by officials in senior leadership positions detailing the nature and quality of the elements of experience relevant to the teaching area
d) Books: Academic Research or practitioner-oriented scholarship	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
e) Articles: Published research in Peer-reviewed journals, or non-peer reviewed scholarship in practitioner journals	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
f) Editorials: Editorial in professional magazines or journals	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
g) Presentations: Local, regional, national or international practitioner conferences.	Certified copies or original documents of professional membership or conference/workshop involvement

h) Authoring public or professional reports	Full citation details of relevant publication(s), with a statement of the relevance to the teaching area
i) Engage in other professional duties and responsibilities deemed sufficient to demonstrate currency in teaching area.	Certified copies or other documentary evidence of attestation of such activity and a statement of its relevance to the teaching area
2) Theological understanding and awareness: demonstrate an integration of professional activity and theological understanding in at least two of the following activities within the past five years	Evidence required
a) Professional Leadership: Officer in international, national, or state associations	Certified copies or original documents of attestation provided by officials in senior leadership positions detailing the nature and quality of the theological dimensions of the professional leadership involved
b) Books: Academic Research or practitioner-oriented scholarship	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
c) Articles: Published research in Peer-reviewed journals, or non-peer reviewed scholarship in practitioner journals	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
d) Editorials: Editorial in professional magazines or journals	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
e) Presentations: Local, regional, national or international practitioner conferences.	Certified copies or original documents providing details of such presentations, with a statement of the theological import of the presentation(s)
f) Authoring public or professional reports	Full citation details of relevant publication(s), with a statement of the theological dimensions relevant to the teaching area
g) Engage in other professional duties and responsibilities deemed sufficient to demonstrate currency in integration of professional activity and theological understanding.	Certified copies or other documentary evidence of attestation of such activity and a statement of its theological relevance to the teaching area

Criteria for Risk in Selecting Teachers for ‘Practical’ Units Guidelines

1. Description

There is an inherent requirement that teachers of practical units possess the necessary skills, expertise and knowledge to effectively and safely deliver core learning outcomes of a course. As such, teachers of practical units should have relevant experience in the field.

This guide distinguishes practical units from purely theoretical units by virtue of the presence of any skills-based activities, application of theoretical concepts for solving ‘real-world’ problems or other ‘hands-on’ exercises.

2. What are the risks?

Risks may be related to:

- Students not sufficiently meeting learning outcomes of the course.
- Students not being provided accurate, adequate or timely feedback on their practical skills/learning, thus hampering developing competencies.
- Student’s own wellbeing/welfare, particularly where class-based learning involves the discussion, sharing or role-playing of topics and interventions that have the potential to provoke strong personal emotions/reactions or re-trigger traumatic/stressful memories or experiences.
- Students adopting flawed or sub-optimal skills that create a risk of harm to others, such as in placement/practicum units, fieldwork experience and/or in the relevant industry or profession during or after their studies.

3. Purpose

To guide MIs in the selection of teaching staff for practical or skills-based units.

Criteria

- 3.1 Accredited to teach in the discipline; AND
- 3.2 Relevant demonstrated professional experience of at least 3 years; AND/ OR
- 3.3 Relevant professional development in the last 10 years.

Note: Teaching Body will examine the CUO with particular attention to the Learning Outcomes and Content, and to cross-check points 2 and 3 of the criteria above to satisfy teaching requirements

4. Example

C8145 – Pastoral Counselling: Grief, Loss and Trauma

The appropriate staff member will:

- Be accredited to teach in the Discipline of Christian Life and Ministry
- Have at least three years of experience in the field of counselling, with particular expertise / special interest in the areas of grief/loss and trauma
- This will be demonstrated through a CV, examples of the type of counselling services provided (e.g., cases, presentations), organisations worked/roles, academic/training positions, etc.
- In addition to the above (or as a standalone criterion should they have general counselling experience), demonstrate participation in professional development in the areas of counselling for grief/loss and trauma during the last 10 years.

Application for Accreditation Form

Those appointed to the AUCD Faculty must be willing to be actively supportive of the Christian and Ecumenical ethos of the Sydney College of Divinity and its member institutions.

Personal Details		
Title:	First & other names:	Last name:
Dr/Mr/Ms ...		Date of application:
Date of Birth:	Supervisory &/or leadership responsibilities:	
Current position:		
Member Institution		
Department/ Section/ Discipline		Campus:
Correspondence address:		Email address:
<p>Please attach a copy of certified transcripts of studies (or/ and a copy of all testamurs).</p> <p>If your formal qualifications are less than those shown in the table in clauses 4.11 and 4.13 (b) of the policy please make a case for accreditation based on professional qualifications. Please attach a case using the criteria in clauses 4.11 of the policy. If your case makes use of sections 1i or 2g of appendix 2, your presentation here should not exceed 250 words.</p> <p>If you a member of the academic staff of an institution recognised by the University College, you may apply for accreditation to teach in the University College according to the policies and procedures in Appendix 1, clauses 2.7 - 2.12. In this case you are not required to submit transcripts of studies or testamurs.</p>		
AUCD Status		
<p>Subdiscipline(s) or particular units your Academic Dean has recommended you apply to be accredited for</p>		
<p>Are you seeking accreditation as Associate Teacher? YES / NO If YES, please write name of supervisor below</p>		

Academic Qualifications

Formal qualifications

Full name of award	Specialisation or major area of study	Name of awarding institution	Year	Name of country of award and CEP details if overseas institution

Other qualifications

Year	Qualification details			

Details of all theses written

Full title	Length (no of words):	Name of award:	Name of academic department:

Experience

(for all items below: previous seven years; start with current position and work backwards)

Teaching experience in an Australian University or another Australian or overseas institution of recognised equivalence (CEP)

Teaching period	Field of study area/course title	Name of organisation / institution (inc country if overseas institution)

Relevant employment experience an Australian University or another Australian or overseas institution of recognised equivalence (CEP)

Employment period:	Name of employer	Position title	Relevant duties

Other Relevant Information
(including professional &/or honorary memberships, directorships, key research publications in the discipline area relevant to the course of study)

Research

‘academic activities of a higher education provider that contribute to new knowledge through original investigation’.

TEQSA Guidance note: Research and Research Training, version 1.3, 5 July 2018

(<https://www.teqsa.gov.au/latest-news/publications/guidance-note-research-and-research-training>)

Current research (brief description)

Research projects (brief description including details of team members, your role in team, research funding:

Research Supervision

Year(s)	Title of thesis:	Institution:	Award:

Research Examination

Year(s)	Title of thesis:	Institution:	Award:

Research Publications & Presentations

Books (delete this section if not applicable)

Author(s)	Title	Place of publication	Publisher	Year	
Book Chapters (delete this section if not applicable)					
Book editor (s)	Title of Chapter & Book	Place of publication	Publisher	Year	
Refereed Articles (delete this section if not applicable)					
Author(s)	Article title	Name of journal	Volume (No)	Year	Page numbers
Refereed Paper in Conference Proceedings					
Author(s)	Paper Title	Name of conference	Location	Date	
Invited Plenary Addresses at Conferences (delete this section if not applicable)					
Author(s)	Paper title	Name of conference	Location	Date	

Scholarship

‘those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research’.

TEQSA Guidance Note: Scholarship, Version 2.5 12 Dec 2018 (<https://www.teqsa.gov.au/latest-news/publications/guidancenotescholarship>)

Current Scholarship activities (brief description)			
Scholarship projects (brief description including details of team members, your role in team, funding:			
Leadership and Supervision of Scholarship			
Scholarship Outputs			
Year(s)	Title	Publication Details	Statement of impact

Non-refereed Articles (delete this section if not applicable)					
Author(s)	Article title	Name of journal / magazine	Volume (No)	Year	Page numbers

Non-refereed Published Conference Proceedings (delete this section if not applicable)				
Author(s)	Paper title	Name of conference	Location	Date

Conference Posters (delete this section if not applicable)				
Author(s)	Poster title	Name of conference	Location	Date

Media statements/interviews (delete this section if not applicable)				
Media Type	Title of statement/interview	Name of interviewer	Name of newspaper, TV station etc	Date

Presentations, Seminars, Exhibitions (delete this section if not applicable)				
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Author(s)	Details	Name of venue	Location	Date